Lines Worksheet for analysis and design of this live production

1. Describe the *stasis* in the play: where, when, who, what, etc. in a paragraph.

The stasis is set in modern day America (most specifically Grand Rapids, Michigan) and addresses the lines that separate the races whether in housing through redlining or gentrification, how the races interact, their school systems, and how they practice their religion. There are no main characters that go throughout the whole work, but there are skits with characters who exist in the work for the duration of whatever topic they are addressing.

2. What is the *intrusion*?

The intrusion comes at the end of the work when the actors challenge the audience to work to create diversity in America and erase the lines that exist.

3. What is the *unique factor*?

The unique factor is that the play uses music, and skits to address the topics of the work (lines of separation in society).

4. What is the *dramatic question* that should be answered by the end of the play?

Will America and society erase the lines that exist within itself and work towards creating true diversity?

5. Identify some of the most *theatrical moments* in the play and of what importance they were to you.

-One of the most theatrical moments ranged from when the actors represented the classroom and the exercise where the students took steps forward when they could do certain things (things other races other than Caucasians cannot). This showed the lines that existed in society and showed the ignorance most non-POC have toward the lines existence.

-Another theatrical moment was when the actors addressed the justice system and the police, the stage was tinted red and whenever an actor spoke a light was shined in their face. The red tint represented the fear minorities (especially black people) have for the system and especially police because of the inequality and injustice that exists when interacting with those forces. The flashlight represented the officers shining their light into someone’s face whenever they come to the car to address a citizen.

6. List some of the *themes* of the play.

-Racism

-Racial Divides

-Micro-aggressions

-Racial Interactions

-Gentrification and White Flight

7. Describe some possible *images* in the play and how does the *title* help us understand the play.

-The images made by moving the boxes and the dances/ movements accompanied by the setup of the boxes displayed either dividing lines or platforms that usually only the privileged (white people) stood upon or it represented the communities that were originally minorities being gentrified by white people.

-The title of the work “Lines, a Lived Experience of Race” is a direct summary of the work. The play discusses the lines that separate the races and it gives different real- life experiences to support the claims of the work and provide context.

8. The production used the stage in a multitude of creative ways to places where the action took place. List some of these that particularly stood out to you.

-The park scene during the school system

-The police/ justice system lighting

-The box pyramid when discussing white flight and gentrification

-The boxes at the front of the stage during the classroom scene for white actors to stand upon

9. Projections and lighting also played an important role in the performance. Discuss the use of both to achieve the intended effect.

The most significant lighting moment was during the police/ justice system scene that I discussed in question 5. However, there was smaller uses of lighting and projection when drawing the attention of the audience to a specific character. In addition, a city was projected in the background of the play when the characters were discussing city gentrification and the division in housing lines in cities.

10. Live and recorded sound played a role in this production. What were some of the memorable uses of these to support the stories that were told.

The percussion and the jazz sounds at the ends of certain statements and during certain moments set the mood for that moment or brought attention to the previous statement. For example when one actor would change his voice to represent a black preacher or activist, his statement/ commentary would always be ended by a jazzy musical/drum moment due to his statements being inciteful or giving closure to a scene.